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ABSTRACT

This report describes the fiscal year 1981 appropriations for implementing the third year of activities under the Career Education Incentive Act. Summarized first are three projects involving the demonstration and validation of a comprehensive elementary/secondary career project in a local setting (in the Ceres Unified School District in California; Clearwater, Florida; and Upper Arlington, Ohio). Then, activities involved in a project designed to facilitate and enhance the use of the U.S. Department of Labor's "Occupational Outlook Handbook" are outlined. Listed next are the amounts of career education funds distributed to the insular areas and the individual states. (Reports describing the first- and second-year program activities are available separately through ERIC--see note.) (MN)

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CAREER EDUCATION ACTIVITIES

Supported Under

The Career Education Incentive Act
(Public Law 95-207)

THIRD YEAR'S PROGRAM
(Fiscal Year 1981 Funding)

U.S. Department of Education
Office of Elementary and Secondary Education
Division of Career Education
Washington, D.C. 20202

October 1981

CE 030 342

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Career Education Activities Supported Under Public Law 95-207: Third Year's Program, Fiscal Year 1981 Funding

In December of 1977, the Congress enacted the Career Education Incentive Act (Public Law 95-207). This legislation provided for a five-year Federal/State effort in career education, beginning in Fiscal Year 1979 and ending in Fiscal Year 1983.

The Career Education Incentive Act has been published in its entirety in the Federal Register of December 18, 1978 (Volume 43, Number 243, pages 58921 through 58926). The Federal Regulations for the implementation of the Act have been published in the Federal Register of October 17, 1979 (Volume 44, Number 202, pages 60022 through 60029).

The Career Education Incentive Act, under Section 13, provides that the Office of Career Education created pursuant to Section 406 of the Education Amendments of 1974 (Public Law 93-380) shall be the Federal agency responsible for administering Public Law 95-207. Accordingly, in May of 1979 a total of $19,500,000 was made available to the Office of Career Education from the Fiscal Year 1979 appropriations, for the initiation of the first year of activities under the Career Education Incentive Act. The first year's program has been described in a publication which was issued in August of 1980 and which is entitled Career Education Activities Supported Under Public Law 95-207: First Year's Program, Fiscal Year 1979 Funding (Ed-194-771).

In July of 1980 a total of $14,420,528 was made available to the Office of Career Education from the Fiscal Year 1980 appropriations, for the implementation of the second year of activities under the Career Education Incentive Act. The second year's program has been described in a publication which was issued in October of 1980 and which is entitled Career Education Activities Supported Under Public Law 95-207: Second Year's Program, Fiscal Year 1980 Funding.

In Fiscal Year 1981, in the course of a reorganization of the U.S. Department of Education, the name of the Office of Career Education was changed to the "Division of Career Education." A total of $10,000,000 was made available to the Division of Career Education from the Fiscal Year 1981 appropriations, for the implementation of the third year of activities under the Career Education Incentive Act. The purpose of the present publication is to provide a description of the third year's program.

Under the provisions of Section 5(a)(2)(A) of Public Law 95-207, the Division of Career Education reserved $435,886 of the Fiscal Year 1981 funding to support three elementary/secondary demonstration projects in career education, in accordance with Section 10 of the Act. A formal request for proposals (RFP No. 80-81) was announced in the Commerce Business Daily and interested agencies and organizations were invited to submit proposals for demonstrating and validating a comprehensive elementary/secondary career education project in a local setting. A total of 20 proposals were submitted in response to this invitation. All of the proposals were read, rated, and ranked by a specially constituted review panel. The three organizations whose proposals ranked the highest in the review process were awarded two-phase contracts to conduct and validate the demonstration projects. Fiscal Year 1981 funds were used to support the first phase of each contract. It was anticipated that, subject to satisfactory Phase I performance on the part of each contractor and subject to the availability of P.L. 95-207 funds in the Fiscal Year 1982 appropriations, the second phase of each contract would be supported with Fiscal Year 1982 funding. Descriptions of these three projects, which began operating in January of 1981, will be found in Appendix A.

Under the provisions of Section 5(a)(2)(B) of Public Law 95-207, the Division of Career Education reserved $100,000 of the Fiscal Year 1981 funding for implementing Section 12(a) of the Act. These funds were transferred to the National Occupational Information Coordinating Committee (NOICC). NOICC, in turn, used the funds to award a grant to the New York State Occupational Information Coordinating Committee (SOICC) for the conduct of a project designed to facilitate and enhance the use of the U.S. Department of Labor's Occupational Outlook Handbook. A description of this project, which began operating in October of 1981, will be found in Appendix B.

In regard to Section 5(a)(2)(C) of Public Law 95-207, the Division of Career Education entered into discussions with the U.S. Department of Education's Office of Program Evaluation concerning the possibility of reserving FY 1981 funds under P.L. 95-207 for evaluation purposes. The one-half of one percent set-aside for evaluation would have amounted to $50,000 in Fiscal Year 1981. However, the Office of Program Evaluation decided that, because of their heavy ongoing workload and their shortage of staff members, they would not be able to undertake any new evaluation activities in career education in Fiscal Year 1981. Therefore, none of the Fiscal Year 1981 funding under Public Law 95-207 was reserved for evaluation purposes.

Under the provisions of Section 5(a)(2)(D) of Public Law 95-207, the Division of Career Education reserved $100,000 of the Fiscal Year 1981 funds for distribution to the Insular Areas, with each Insular Area to receive a pro rata share on the basis of its population aged 5 to 18. These funds, which were awarded to the Insular Areas in the summer of 1981, were distributed as follows:

Insular Area	Amount of Award
Trust Territory of the Pacific Islands	$33,104
Guam	31,005
Virgin Islands	19,890
American Samoa	11,687
Northern Mariana Islands	4,314
TOTAL:	$100,000

After the funds had been reserved for items A, B, C, and D of Section 5(a)(2) of Public Law 95-207, the remainder of the Fiscal Year 1981 funding, amounting to $9,364,114, was available for distribution to the States, the District of Columbia, and the Commonwealth of Puerto Rico, under the provisions of Section 5(a)(1) of the Act. Section 5(a)(1) specifies that the avilable funding will be allocated to the participating States on the basis of each State's population aged 5 to 18, with the provision that no participating State will be allotted less than $125,000.

Forty-seven of the States, as well as the District of Columbia and the Commonwealth of Puerto Rico, had previously submitted the five-year State Plans for Career Education called for under Section 7 of Public Law 95-207 and had received approval of their State Plans from the U.S. Department of Education. The participants included all of the States except Nevada, New Mexico, and South Dakota. Accordingly, in the summer of 1981 the Fiscal Year 1981 funding for Section 5(a)(1) was distributed as follows:

State	Amount of Award
Alabama	$134,194
Alaska	125,250
Arizona	126,264
Arkansas	126,127
California	738,282
Colorado	126,403

Connecticut	126,583
Delaware	125,308
District of Columbia	125,324
Florida	264,913
Georgia	185,294
Hawaii	125,478
Idaho	125,482
Illinois	393,605
Indiana	193,690
Iowa	126,525
Kansas	126,164
Kentucky	126,848
Louisiana	152,723
Maine	125,584
Maryland	146,788
Massachusetts	196,151
Michigan	337,293
Minnesota	144,327
Mississippi	126,403
Missouri	164,159
Montana	125,421
Nebraska	125,815
New Hampshire	125,463
New Jersey	250,292
New York	596,126
North Carolina	195,138
North Dakota	125,352
Ohio	379,129
Oklahoma:	
Public	121,970
Private	4,451
Oregon	126,212
Pennsylvania	390,420
Puerto Rico	135,352
Rhode Island	125,474
South Carolina	126,612
Tennessee	149,538
Texas	468,013
Utah	125,765
Vermont	125,265
Virginia	178,925
Washington	129,272
West Virginia	125,945
Wisconsin	167,778
Wyoming	125,224
TOTAL:	$9,364,114

In accordance with the provisions of the Tydings Amendment, Section 412(b) of the General Education Provisions Act (Public Law 90-247 as amended), these Fiscal Year 1981 funds could be used by the States in the fiscal year in which appropriated and in the succeeding fiscal year. This meant, for practical purposes, that the funds would be used by the States in the school year 1981-1982. The States could use the funds for the types of activities described in Section 8 of Public Law 95-207, with the overall purpose of assisting in the development of comprehensive elementary/secondary career education programs in local educational agencies. Public Law 95-207 required that the funds be administered by the State educational agency and that the career education activities be coordinated by a State official designated as the State Coordinator of Career Education.

Within the framework of Section 8 of Public Law 95-207, the scope and nature of the career education activities carried out with Fiscal Year 1981 funds in the participating States varied considerably from State to State. Information about the activities conducted in a particular State can be obtained by contacting the State Coordinator of Career Education in the State educational agency of the State concerned. A listing of the names, addresses, and telephone numbers of the State Coordinators of Career Education will be found in ERIC Document No. ED-194-771.

APPENDICES

Appendix	Page No.
A - Demonstration and Validation of Comprehensive Elementary/Secondary Career Education Projects in Local Settings	6
B - National Career Education Infusion Project: Integrating the Occupational Outlook Handbook into the General Education Curriculum	15

Appendix A-1

DEMONSTRATION AND VALIDATION OF A
COMPREHENSIVE ELEMENTARY/SECONDARY CAREER
EDUCATION PROJECT IN A LOCAL SETTING

Contractor:
American Institutes for Research
1791 Arastradero Road
Palo Alto, Calif. 94302

Contract Award from
Career Education Program
for Phase I: $144,841

Contract No.:
300-81-0040

Duration Dates:
Phase I : 12/19/80 to
12/18/81
Phase II: 12/19/81 to
3/18/83

PROJECT DIRECTOR: Pamela G. Colby
415-493-3550

PARTICIPATING
INSTITUTIONS: American Institutes for Research, Calif
Ceres Unified School District, Calif.

MAJOR OBJECTIVES

A. During the spring and summer of 1981, the objectives of the project are to:

1. Strengthen the already existing career education program in the Ceres Unified School District.

2. Ensure that the Ceres program includes all 54 of the "career education treatment elements" which are specified on pages 26 through 34 of A Primer for Career Education (ED-145-252).

3. Ensure that all 54 of the career education treatment elements are functioning satisfactorily.

B. During the school year 1981-1982, the objectives of the project are to:

1. Conduct continuous monitoring to verify that all 54 of the career education treatment elements are being maintained throughout the entire school year.

2. Carry out a rigorous evaluation to assess the effectiveness of the comprehensive career education treatment in terms of the nine "learner outcomes" specified on page 35 of A Primer for Career Education (ED-145-252).

C. During the fall of 1982, the objectives of the project are to:

1. Compile the evaluation data in the format prescribed by the U.S. Department of Education's Joint Dissemination Review Panel (JDRP).

2. Submit the evaluation data to the JDRP and seek JDRP approval for citation of the project as an "educational program that works."

PROJECT ACTIVITIES

A. During the spring and summer of 1981, an assessment will be made to determine, for each of the 54 career education treatment elements, whether the element is (1) in place and functioning satisfactorily in the Ceres schools, (2) partially in place but in need of strengthening, or (3) completely missing in the Ceres program. Then steps will be taken to build in the missing elements and to improve the elements that are in need of strengthening, so that by the beginning of the 1981-1982 school year all 54 of the treatment elements will be in place and fully functioning.

B. During the school year 1981-1982, systematic and continuous monitoring will be carried on to verify that all 54 elements are continuing to function satisfactorily throughout the school year. If the monitoring indicates that certain elements are slipping into unsatisfactory status, immediate corrective action will be taken to restore these elements to satisfactory functioning. At the beginning of the school

year, pre-tests related to the nine "learner outcomes" of career education will be given to students in the Ceres schools. At the same time, the same pre-tests will be given to a comparison group of students in a school district which is very similar to CERES but which has no organized career education program. At the end of the school year, post-tests will be given both to the Ceres students and to the comparison group. The data from these and other evaluation activities will be analyzed to assess the effectiveness of the comprehensive career education treatment in terms of the nine "learner outcomes" of career education.

C. During the fall of 1982, the evaluation data will be compiled and summarized in a JDRP submission document. This document will be presented to the JDRP, and members of the project staff will appear before the Panel to clarify any points or answer any questions raised by the panel members.

DISSEMINATION

If the project's submission document is approved by the JDRP, the project can be officially cited as an "educational program that works." The project will then be eligible for dissemination through the nationwide channels of the National Diffusion Network.

Appendix A-2

DEMONSTRATION AND VALIDATION OF A
COMPREHENSIVE ELEMENTARY/SECONDARY CAREER
EDUCATION PROJECT IN A LOCAL SETTING

Contractor:
School Board of Pinellas County
1960 East Druid Road
Clearwater, Florida 33518

Contract Award from
Career Education Program for
Phase I: $141,543

Contract No.:
300-81-0039

Duration Dates:
Phase I : 1/14/81 to 1/13/82
Phase II: 1/14/82 to 4/13/83

PROJECT DIRECTOR: Myrtle E. Hunt
813-442-1171

MAJOR OBJECTIVES

A. During the spring and summer of 1981, the objectives of the project are to:

1. Strengthen the already existing career education program in a set of Pinellas County elementary, middle, and high schools that have been designated as the "career education treatment schools."

2. Ensure that the program in the career education treatment schools includes all 54 of the "career education treatment elements" which are specified on pages 26 through 34 of A Primer for Career Education (ED-145-252).

3. Ensure that all 54 of the career education treatment elements are functioning satisfactorily in the career education treatment schools.

B. During the school year 1981-1982, the objectives of the project are to:

1. Conduct continuous monitoring to verify that all 54 of the career education treatment elements are being maintined throughout the entire school year in the career education treatment schools.

2. Carry out a rigorous evaluation to assess the effectiveness of the comprehensive career education treatment in terms of the nine "learner outcomes" specified on page 35 of A Primer for Career Education (ED-145-252).

C. During the fall of 1982, the objectives of the project are to:

1. Compile the evaluation data in the format prescribed by the U.S. Department of Education's Joint Dissemination Review Panel (JDRP).

2. Submit the evaluation data to the JDRP and seek JDRP approval for citation of the project as an "educational program that works."

PROJECT ACTIVITIES

A. During the spring and summer of 1981, an assessment will be made to determine, for each of the 54 career education treatment elements, whether the element is (1) in place and functioning satisfactorily in the career education treatment schools of Pinellas County, (2) partially in place but in need of strengthening, or (3) completely missing in the career education treatment schools. Then steps will be taken to build in the missing elements and to improve the elements that are in need of strengthening, so that by the beginning of the 1981-1982 school year all 54 of the treatment elements will be in place and fully functioning in the career education treatment schools.

B. During the school year 1981-1982, systematic and continuous monitoring will be carried on to verify that all 54 elements are continuing to function satisfactorily throughout the school year in all of the career education treatment schools. If the monitoring indicates that certain elements are slipping into unsatisfactory status, immediate corrective action will be taken to restore these elements to satisfactory functioning. At the beginning of the school year, pre-tests related to the nine "learner outcomes" of career education will be given to students in the career education treatment schools. At the same time, the same pre-tests will be given to a comparison group of students in a set of Pinellas County elementary, middle, and high schools which are very similar to the career education treatment schools but which have no organized career education program. At the end of the school year, post-tests will be given both to the students in the career education treatment schools and to the students in the comparison group. The data from these and other evaluation activities will be analyzed to assess the effectiveness of the comprehensive career education treatment in terms of the nine "learner outcomes" of career education.

C. During the fall of 1982, the evaluation data will be compiled and summarized in a JDRP submission document. This document will be presented to the JDRP, and members of the project staff will appear before the Panel to clarify any points or answer any questions raised by the panel members.

DISSEMINATION

If the project's submission document is approved by the JDRP, the project can be officially cited as an "educational program that works." The project will then be eligible for dissemination through the nationwide channels of the National Diffusion Network.

Appendix A-3

DEMONSTRATION AND VALIDATION OF A
COMPREHENSIVE ELEMENTARY/SECONDARY CAREER
EDUCATION PROJECT IN A LOCAL SETTING

Contractor:
Upper Arlington Board of Education
1950 North Mallway
Upper Arlington, Ohio 43221

Contract Award from
Career Education Program for
Phase I: $149,502

Contract No.:
300-81-0043

Duration Dates:
Phase I: 12/19/80 to
12/18/81
Phase II: 12/19/81 to
3/18/83

PROJECT DIRECTOR: Nancy A. Losekamp
614-486-0621

MAJOR OBJECTIVES

A. During the spring and summer of 1981, the objectives of the project are to:

1. Strengthen the already existing career education program in the Upper Arlington Public Schools.

2. Ensure that the Upper Arlington program includes all 54 of the "career education treatment elements" which are specified on pages 26 through 34 of A Primer for Career Education (ED-145-252).

3. Ensure that all 54 of the career education treatment elements are functioning satisfactorily.

B. During the school year 1981-1982, the objectives of the project are to:

1. Conduct continuous monitoring to verify that all 54 of the career education treatment elements are being maintained throughout the entire school year.

2. Carry out a rigorous evaluation to assess the effectiveness of the comprehensive career education treatment in terms of the nine "learner outcomes" specified on page 35 of A Primer for Career Education (ED-145-252).

C. During the fall of 1982, the objectives of the project are to:

1. Compile the evaluation data in the format prescribed by the U.S. Department of Education's Joint Dissemination Review Panel (JDRP).

2. Submit the evaluation data to the JDRP and seek JDRP approval for citation of the project as an "educational program that works."

PROJECT ACTIVITIES

A. During the spring and summer of 1981, an assessment will be made to determine, for each of the 54 career education treatment elements, whether the element is (1) in place and functioning satisfactorily in the Upper Arlington schools, (2) partially in place but in need of strengthening, or (3) completely missing in the Upper Arlington program. Then steps will be taken to build in the missing elements and to improve the elements that are in need of strengthening, so that by the beginning of the 1981-1982 school year all 54 of the treatment elements will be in place and fully functioning.

B. During the school year 1981-1982, systematic and continuous monitoring will be carried on to verify that all 54 elements are continuing to function satisfactorily throughout the school year. If the monitoring indicates that certain elements are slipping into unsatisfactory status, immediate corrective action will be taken to restore these elements to satisfactory functioning. At the beginning of the school year, pre-tests related to the nine

"learner outcomes" of career education will be given to students in the Upper Arlington schools. At the same time, the same pre-tests will be given to a comparison group of students in a school district which is very similar to Upper Arlington but which has no organized career education program. At the end of the school year, post-tests will be given both to the Upper Arlington students and to the comparison group. The data from these and other evaluation activities will be analyzed to assess the effectiveness of the comprehensive career education treatment in terms of the nine "learner outcomes" of career education.

C. During the fall of 1982, the evaluation data will be compiled and summarized in a JDRP submission document. This document will be presented to the JDRP, and members of the project staff will appear before the Panel to clarify any points or answer any questions raised by the panel members.

DISSEMINATION

If the project's submission document is approved by the JDRP, the project can be officially cited as an "educational program that works." The project will then be eligible for dissemination through the nationwide channels of the National Diffusion Network.

Appendix B

NATIONAL CAREER EDUCATION INFUSION PROJECT: INTEGRATING THE OCCUPATIONAL OUTLOOK HANDBOOK INTO THE GENERAL EDUCATION CURRICULUM

Grantee:
New York State Occupational Information Coordinating Committee
Building 12
State Office Building Campus
Albany, New York 12240

Grant Award from FY 1981 Funds under P.L. 95-207: $100,000

Grant No.
99-1-3075-17-78

Duration:
10/1/81 to 9/30/82

PROJECT DIRECTOR: Albert Ross
518-457-2930

PARTICIPATING INSTITUTIONS: The New York State Occupational Information Coordinating Committee and the National Center for Research in Vocational Education at Ohio State University

BACKGROUND

This project has been funded under Section 12(a) of the Career Education Incentive Act (Public Law 95-207). In previous years, under the provisions of Section 12(a) of the Act, the National Occupational Information Coordinating Committee (NOICC), the U.S. Department of Education (ED),

and the U.S. Department of Labor (DOL) have conducted a study and produced a publication entitled NOICC-Related Activities: A Review of Federal Programs (ED-178-773). On the basis of this study, it has been concluded that one of the most useful Federal sources of career information, in terms of the needs of teachers, counselors, and students, is the Occupational Outlook Handbook (OOH), which is produced and regularly updated by the Bureau of Labor Statistics of DOL. However, the OOH is a complex document, and teachers and counselors need to be trained in its use if they are to take full advantage of its many features.

OBJECTIVES OF THE PROJECT

1. To conduct an intensive review of the OOH and its related documents in the context of how teachers and counselors may use them for career education purposes.

2. To design a training package which is to be composed of: (1) presentor's guide and visuals, and (2) participant's materials. The participant's materials are to be designed to be used as a resource in both the workshop and later when the participant wants to incorporate career information in the regular course curriculum.

3. To produce 500 prototype copies of the training package for subsequent field testing, revision, and dissemination by NOICC.

PROJECT ACTIVITIES

1. The project staff will review the OOH and its related documents and will identify alternative methods that teachers and counselors can use to adapt these materials for the career infusion process.

2. A special "national task force" will be created to provide advice and assistance in designing the training package, which is to be tailored for a twelve-hour workshop for an audience of 35 participants. The national task force will be composed of selected teachers, counselors, State Coordinators of Career Education, and Directors of State Occupational Information Coordinating Committees.

3. The project staff will prepare new materials, procure existing materials, and assemble the prototype training package for review by the Federal steering group, which is composed of representatives from NOICC, ED, and DOL.

4. The project staff will produce 500 copies of the prototype training package and will deliver the copies to NOICC.

DISSEMINATION

It is planned that, during the following fiscal year, NOICC will arrange for the field testing of the prototype training package at several locations around the country. On the basis of the field testing, revisions and improvements will be made and the final version of the training package will be produced. NOICC, with assistance from ED and DOL, will then undertake a nationwide effort to disseminate the finished version of the training package.